



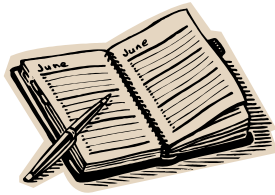
The Montana Comprehensive
Assessment System

MontCAS, Phase 2
Criterion-Referenced Test (CRT)

Test Administrator's Manual

Grade 6

Spring 2006



Important Dates

March 6 through 29, 2006: CRT test administration window

**Please return all test materials to your School Test Coordinator
on or before March 30, 2006.**



Linda McCulloch, Superintendent

Montana Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
www.opi.mt.gov

TEST SECURITY

All test items and responses to those items in the Montana Comprehensive Assessment System, Phase 2 Criterion-Referenced Test are secure material and may not be copied or duplicated in any way or retained in the school after testing is completed.

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Checklist for Test Administrators

Before testing:

- _____ Read all directions for test administration in this manual.
- _____ Meet with your School Test Coordinator to plan testing schedules, review procedures, and discuss any questions you have.
- _____ Check your test materials to be sure you have enough for the students you will be testing. Notify your School Test Coordinator if you are missing any materials or have defective materials.
- _____ Obtain student ID labels from your test coordinator and affix them on the appropriate space provided on the front cover of the Student Response Booklet.
- _____ Complete Boxes B through E on the Student Response Booklet for all students whom a label was not provided.
- _____ Notify students of the testing and request that they have #2 pencils for every test session.
- _____ Help your School Test Coordinator notify students and parents about the testing program.
- _____ Secure #2 pencils, scratch paper, and calculators (make sure school-owned or student-owned calculators, such as a 4 function calculator, are available for mathematics test Sessions 1 and 2A).
- _____ Obtain accommodation information needed to complete page 2, Boxes L and M, of the students' response booklets after testing, if applicable.

During testing:

- _____ Maintain test security.
- _____ Post a "Testing" sign on your classroom door.
- _____ Write your name, school name, and school code on the chalkboard.
- _____ Be sure that all students have a comfortable and adequate workspace.
- _____ Monitor students' handling of test and response booklets to keep the booklets in good condition.
- _____ Give students as much time as needed (within the guidelines) to complete the test sessions.
- _____ Administer makeup tests or tests for students who require accommodations, if you are assigned to do so.

After testing:

- _____ Code accommodation information on page 2 of each Student Response Booklet (Boxes L and M), if applicable.
- _____ Verify that a Student Response Booklet was completed for **every** student in your class. This includes students who were totally or partially excluded from testing and students that participated in the CRT-Alternate Assessment.
- _____ Attach an explanatory note to each Student Response Booklet that needs special handling and place this material at the top of the stack you are returning to your School Test Coordinator.
- _____ Complete the Class Identification (ID) Sheet and place it on top of the used Student Response Booklets.
- _____ Place the used Student Response Booklets (answer documents) and Class ID Sheet in the large white envelope labeled "For Return of Used Answer Documents." **Do not seal this envelope.**
- _____ Return all test booklets, the large white envelope containing used Student Response Booklets and Class ID Sheet, and all other secure test materials to your School Test Coordinator on or before Thursday, March 30, 2006.

Structure and Format of the Test

The MontCAS, Phase 2 Criterion-Referenced Test (CRT) is a comprehensive assessment, covering a broad range of objectives in reading and mathematics at grades 3 through 8 and 10.

The CRT is composed of two tests: reading and mathematics. Students will record answers to both tests in a single Student Response Booklet. Students may underline words and/or use a highlighter in their test booklets. Scrap paper may be provided to students to assist them during test administration. All scrap paper must be shredded after each test session.

In the CRT, the pool of test items in each grade and subject area is divided into two categories. A portion of the assessment consists of common items, which appear in all forms of the test and are taken by all students. The remainder of the total pool of test items in a grade/subject area is divided among sixteen different forms of the test; each student completes one form. This is called matrix sampling or field testing. The matrix-sampled or field test items provide more complete coverage of the curriculum framework objectives while reducing testing time. Student, school, system, and state results are based only on the common items.

The CRT includes the following kinds of items:

- multiple-choice items, which require students to select the correct answer from four possible responses;
- short-answer items (mathematics test only), which require students to show their work when solving computation problems; and
- constructed-response items, which require students to write a brief (half-page) response or show the solution to a problem. These items take approximately 8-10 minutes to answer.

About the Test

The CRT instruments may be quite different from other standardized tests you have administered. These differences include the following:

- The reading selections represent complete pieces. Some are much longer than the selections in traditional tests.
- The constructed-response and short-answer items included in the test require students to generate and explain their answers.
- Some mathematics sessions refer to a Mathematics Reference Sheet, which may include a manipulative and/or formulas students may need to answer items. Mathematics Reference Sheets are not secure and may be used in the classroom after testing has been completed.
- Mathematics test sessions 1 & 2A are “Calculator” test sessions. The items in these test sessions assess students’ problem-solving skills. The computation burden for students will be reduced if calculators are used, permitting students to demonstrate their problem-

solving skills more accurately. We recommend that students use calculators that are familiar to them (their own or class calculators). This will ensure that students are comfortable during the test and not burdened by unfamiliar calculator functions.

Computation skills are assessed in “No-Calculator” test sessions 2B & 3.

Universal Test Design

The Criterion-Referenced Test (CRT) was developed and designed using the principles and concepts of “Universal Test Design.” Universal Test Design ensures access to tests for all students by ensuring that test items access the knowledge and skills in the most simple and straight-forward manner possible and the test format presents the items in the most uncomplicated way possible. The CRT is an untimed test, although there are suggested times and guidelines (see Appendix 1 for timing guidelines).

Test Security

Test coordinators and administrators are prohibited from disclosing the contents of the CRT assessments except when required in specific circumstances. Under no circumstances should test booklets or marked Student Response Booklets be circulated among faculty, administrators or other persons.

Any concern about breaches in test security or noncompliance with test administration procedures must be reported immediately to the principal, System Test Coordinator, and State Assessment Director. All System Test Coordinators will receive *OPI Guidelines and Procedures for Test Security*. This OPI publication outlines reporting procedures and should be made available to system superintendents, principals, and test administrators.

Students to be Tested

- **ALL** classroom students enrolled in accredited Montana schools in grades 3 through 8 and 10 are required to participate.
- Students who are eligible for the alternate assessment are not excluded from testing. They simply participate in the alternate assessment (CRT-Alternate).
- Students who have been identified as having Limited English Proficiency (LEP) or who have been instructed in English for three or more years must take the CRT. First year in the United States LEP students are required to participate in the math assessment only – they are excluded from this reading assessment. (See Appendix 1 for LEP guidelines.)
- Part-time students must be included in the CRT if they are enrolled in the district for 180 hours or more for the school year, and if they have not reached the age of 19. Part-time students less than 180 hours enrolled in a mathematics or reading course may participate in the CRT but will not be included in the calculation of averages.

- All suspended students are expected to participate and will be counted in district and school reports.

Students Absent During Testing: The test administrator must keep a list of students absent during regularly scheduled test sessions. These students must be scheduled for makeup test sessions within the testing period (March 6–29, 2006). If a makeup test is not administered to students during the test administration window, the student will receive a scaled score of 200 (Novice) and will be included in the school average.

Braille: Montana will treat the Braille version of the CRT as a test accommodation. Test administrators are required to transfer the student’s answers from the Braille test booklet to a Student Response Booklet and code Boxes L & M (#27) on page 2 of the student response booklet.

Large-print: Large-print test booklets are enlarged editions (using 18-point font) of the CRT test booklets. Students may write directly on the large-print test booklet. Test administrators are required to transfer the student’s answers from the large-print test booklet to a Student Response Booklet and code Boxes L & M (#28) on page 2 of the student response booklet.

Students Eligible for Reporting Exclusions (from calculation of averages)

All students are expected to participate; however, scores of students in the following categories will be excluded from the calculation of averages:

- Foreign exchange students **are required** to participate.
- Students not enrolled in an accredited Montana school (For example: home-schooled student) **may** participate.
- Students enrolled in a private accredited school **are required** to participate.
- Students enrolled in a private non-accredited school **may** participate.
- Students enrolled in a private non-accredited Title 1 school **may** participate.
- Students enrolled part-time (less than 180 hours) taking a mathematics or reading course **may** participate.
- First year in the United States LEP students **are required** to participate in the math assessment only; however, they may be excluded from the reading assessment (See Appendix 1 for LEP Guidelines.).

SUMMARY OF ELIGIBILITY FOR REPORTING EXCLUSIONS

EXCLUDED FROM AVERAGES	MUST PARTICIPATE	MAY PARTICIPATE
Foreign Exchange Student	YES	
Students not enrolled in an accredited Montana school		YES
Students enrolled in a private accredited school	YES	
Students enrolled in a private non-accredited school		YES
Students enrolled in a private non-accredited Title I school		YES
Students enrolled part-time (less than 180 hrs.) taking a mathematics or reading course		YES
1 st year in United States LEP students may be excluded from reading assessment only (See Appendix 1 for LEP Guidelines.)	YES	

CRT Accommodations (see Appendix 1 for a list of accommodations)

Standard Accommodations

Standard accommodations are available to all students on the basis of individual need regardless of disability status. Decisions regarding standard accommodations should be made informally by the student's educational team on an individual basis, consistent with either previous accommodation decisions for the student or current educational needs. Making accommodations decisions on a group basis rather than on an individual basis is not permitted. Any accommodation(s) must be consistent with those used during the student's regular classroom instruction three months prior to testing. Please review the list of standard accommodations on pages 28 & 29 of this manual.

Nonstandard Accommodations

Nonstandard accommodations are changes in the way testing is presented or in the way a student responds to test questions that may alter what the test measures. Teams should exercise extreme

caution in considering whether a student requires a nonstandard accommodation. Nonstandard accommodations are only available for a student with IEP/504/LEP plans. Students taking a nonstandard accommodation will be included in the 1% accountability (AYP) rule and count as having not participated in the CRT (double counted). Please review the list of nonstandard accommodations on page 30 of this manual.

All standard and nonstandard accommodations must be recorded by test administrators on page 2, Boxes L & M, of the Student Response Booklet after testing has been completed.

Instructions for Test Administrators

Before Testing

The assistance of local test administrators is vital to the success of the assessment. As test administrator, you will help to ensure that testing proceeds smoothly, materials are properly accounted for, and responses are accurately analyzed. The quality of assessment data depends, in large part, on uniformity of test administration procedures. For this reason, all test administrators must follow the instructions given in this manual.

All test items and responses in the CRT are secure material and may not be copied or duplicated in any way or retained in the school after testing is completed. To protect the security of the test, all test administrators must carefully follow the instructions in this manual for administering the test and handling the materials.

Scheduling Test Sessions

The test must be given to students between March 6 and March 29. Schedule the testing in your school early enough during this period to allow time for makeup testing, if needed. You must also schedule testing for any students who require test accommodations that cannot be made during the regular test sessions (see Appendix 1 for recommended testing schedules and testing guidelines).

Student Test Materials

In addition to this manual, you will receive a set of student test materials for the group of students you will be testing. A complete set of materials for each student includes the following:

- Test Booklet;
- Student Response Booklet;
- Student Barcode Label (place barcode labels in the appropriate location on the front cover of the Student Response Booklet before the first test session); and
- Mathematics Reference Sheet.

In the class packs, there are 16 different forms of the test booklet. It is important to remember that the different forms of the booklets have been mixed in the class packs for random distribution to students. **Do not** change the order of any forms. Mathematics Reference Sheets are located in the back of the class packs.

Coding By Test Administrators Before Testing

If a barcode label (a.k.a student ID label) was applied to the Student Response Booklet prior to testing, no additional coding is required by test administrators until after testing is complete.

If a student does not have a barcode label, please code the following boxes prior to test administration.

BOX B:

Student Last Name: enter and bubble-in the last name of the student.

Student First Name: enter and bubble-in the first name of the student.

BOX C:

Student Identification (optional): Enter and bubble-in Box C if student ID numbers are used by your school/district. If less than 10-digits, please enter leading zeros to create a right-justified entry.

BOX D:

School Code: enter and bubble-in the 4-digit school code (Sc).

BOX E:

Birth Date: enter and bubble-in the student's date of birth as a two-digit month, two-digit day, and 4-digit year (00/00/0000).

Checklist for Coding Student Response Booklets

STUDENT-LEVEL DEMOGRAPHIC INFORMATION (PAGES 1 & 2 OF STUDENT RESPONSE BOOKLET)	BEFORE TESTING (LINKED VIA BARCODE LABEL – NO NEED TO CODE IF A STUDENT HAS A BARCODE LABEL)	DURING TESTING	AFTER TESTING
BOX A: FORM		☺	
BOX B: STUDENT NAME	☺		
BOX C: STUDENT ID	☺		
BOX D: SCHOOL CODE	☺		
BOX E: BIRTH DATE	☺		
BOX F: GENDER			☺
BOX G: ETHNICITY			☺
BOX H: SPECIAL EDUCATION			☺
BOX I: PROGRAM INFORMATION			☺
BOX J: REPORTING EXCLUSIONS			☺
BOX K: ALTERNATE ASSESSMENT			☺
BOX L: ACCOMMODATIONS FOR READING			☺
BOX M: ACCOMMODATIONS FOR MATH			☺

Test administrators must complete a Student Response Booklet for ALL students using a barcode label or coding pages 1 & 2 of the Student Response Booklet whether tested or not.

Only the information coded on the Student's Response Booklet will be reported back to the schools and systems. Therefore, in order to provide meaningful data on the reports it is critical that the local school personnel coding the Student Response Booklets have the student information readily available so that they can provide the most accurate data for each student.

If a student participated in the CRT-Alternate, test administrators or designated school staff must verify that the student's barcode label was correctly placed on the front cover of the Student Response Booklet and scoring information was coded on pages 11 & 13.

If a student was absent for all test sessions, test administrators or designated staff must place the student's barcode label on the front cover of an otherwise blank response booklet.

During Testing

During testing, the test administrator's primary responsibility is to

- encourage students to take the task seriously and to do their best on the tests,
- give clear directions to students, and
- monitor student performance to see that directions are followed.

Your School Test Coordinator will notify you about students who are excluded from all or part(s) of the test and about students who will take the test using accommodations. Students normally requiring accommodations for testing should be tested and the appropriate accommodation(s) should be followed. With the exception of approved accommodations, you should not aid any student in reading, answering, or understanding any of the test questions or help them in any way. Using test materials to familiarize students with test-taking strategies is a violation of test security and testing procedure.

Circumstances over which you have no control (fire drills or power failures, for example) may disturb the students. If an interruption occurs during testing, ask students to insert their response booklets inside their test booklets and, if possible, pass them in to you. When normal conditions are restored, redistribute the testing materials to students and resume testing. Interruptions should not reduce the total amount of time students are given to complete the test session.

Coding During Testing

Please allow 5-10 minutes before the start of the first test session to briefly familiarize students with their test material. During this time period, students will:

- 1) verify their name on the barcode label that was previously placed on the Student Response Booklet;
- 2) write their name and teacher's name on their test booklet and Student Response Booklet; and

- 3) code Box A: Form Number. Student will bubble-in the form number located on the front cover of their test booklet.

Test booklets and Student Response Booklets must be kept together during all test sessions. During each subsequent test session, make certain students are working with their **own** test materials (test form must remain the same throughout the testing window): the same ones that were distributed to them at the beginning of the first session.

Administration Instructions and Scripts

The following pages detail the procedures to be followed for each test session. Please review the step-by-step directions before beginning each part of the test. As you review the directions, familiarize yourself with the appropriate sections of a test booklet and Student Response Booklet. Directions to the students should only take a few minutes so that most of their time can be spent answering the test questions.

To ensure consistent and accurate test administration, a “script” for each session (material to be read aloud to students) is provided within shaded boxes. This text is printed in bold type. Directions to you within the scripts are printed in regular type. Additional directions for you are numbered and printed as regular text.

General Instruction Session To Verify and Complete Student Information

Estimated Time: 5-10 Minutes

Materials Needed: Test Booklets, Student Response Booklets (barcode labels should have been previously placed on Student Response Booklets) and #2 Pencils.

NOTE: Before you begin this session, please write your name (teacher name) and school name on the chalkboard.

1. Distribute one test booklet to each student by passing out the different forms just as you would if all the forms were identical.

Please distribute the Student Response Booklets to the appropriate students. Test coordinator or administrators should have placed barcode labels on each Student's Response Booklet before the start of this session. Students will be asked to verify that the name printed on the barcode label is correct. Tell students they cannot open the test booklets until they are instructed to do so.

2. **Say to the students:**

During the next few days, you will be taking tests in reading and mathematics. These tests will not affect your grades in school. They will help us measure how well we are teaching you. Some of the questions are easy and some are quite difficult. You may not be able to answer every question, but you should take them seriously, and give your best effort because the decisions we make based on these tests will affect you and all students. During all of the test sessions, you must use a #2 pencil to write and mark your answers. If you do not have a #2 pencil, please raise your hand. (Supply a #2 pencil to students who need one.)

In this session, you will fill out some information on your test materials. On the front cover of the test booklet (Hold up a test booklet to demonstrate.) print your name on the line where it says "Student Name." (Pause.) Now print our school name, as it is written on the board, on the line below that. (Pause.) Finally, print my name, as it is written on the board, on the third line where it says "Teacher/Class." (Circulate and Check.)

3. **Say to the students:**

First verify that the Student Response Booklet I handed out to you is correct. Please look at the barcode label located on the right-hand side of the front cover. It should have your name on it. Please verify that your name is on the label. (Pause.)

Now you will fill out some identification information in the right, upper-hand corner of your Student Response Booklet just below the picture. (Hold up a Student Response Booklet to demonstrate.) On the cover of the Student Response Booklet, please print your name on the line where it says “Student Name.” (Pause.) Now print my name, as it is written on the board, on the line which says “Teacher Name.” (Pause.)

4. **Say to the Students:**

Directly underneath teacher name you will see Box A, “Form.” Fill out the form number section by bubbling in the number of your test form. Can everyone locate your form number? It is located on the front cover of your test booklet, in the center, directly underneath the word “Grade.” Does anyone need help? (Before moving on, walk around the room to verify that the form numbers have been correctly coded on each Student’s Response Booklet.)

Thank you for completing this information. We will now begin test session one. Open your test booklets to page 1 and follow along while I read the directions.

Session 1—Reading

Materials Needed: Test Booklets, Student Response Booklets, and #2 Pencils.

This test session will take approximately 45-55 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. Students who need more time (over 55 min.) may need to be relocated to a different testing location. If students need to be relocated, you must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated. This standard accommodation (extra time over the time range) must be coded on page 2 in the Student Response Booklet after testing is completed.

1. If the student test booklets and response booklets were collected after the General Instruction Session, return them to the students. Each student must have his or her original test materials. Distribute #2 pencils to students who need them.
2. **Say to the students:**

You are now going to take Reading Session 1. Please turn to page 1 in your test booklet and follow along as I read the “General Directions.” (Pause.)

General Directions. This test contains six sessions; three in reading and three in mathematics. The sessions are made up of multiple-choice questions and questions for which you must show your work or write out your answers. Write your answers to all of the questions in your Student Response Booklet. For the reading parts of the test, read each selection before answering the questions.

For each multiple-choice question, choose the best answer. Fill in the bubble in your Student Response Booklet that corresponds to your answer choice for that question.

Some questions ask you to show your work or to write out your answers. Write your answers to these questions in the spaces provided in your Student Response Booklet. Your answers must fit in the spaces provided. Any part of an answer outside the box might not be scored.

Be sure to answer all parts of each question, and to answer completely. For example, if a question asks you to explain your reasoning or show your work, be sure to do so. You can receive points for a partially correct answer, so try to answer every question.

Are there any questions? (Answer any questions the students might have.)

Please turn to page 2 in your test booklet. Now, open your Student Response Booklet to page 3 and locate the box labeled “Reading – Session 1.” (Pause while students locate the section.)

In this test session, you will read selections and answer questions 1 through 22 about what you have read. Choose the best answer for each multiple-choice question and mark your answers on page 3 of your Student Response Booklet. Answer question 22 by writing your answer clearly in the space provided on page 3 of your Student Response Booklet. Question 22 is called a constructed-response question. It is like an essay question. Write your answer for the constructed-response question in the half-page response space provided. It should take you between 5 and 10 minutes to answer. Plan your work so that you have plenty of time to answer this longer question.

Some of the questions may be hard for you to answer, but it is important that you do your best. If you do not know the answer to a question, you should make your best guess. You may mark your test booklet and underline important ideas in the reading selection if you think that will help you; however, you must mark your final answer in your Student Response Booklet.

We are now ready to begin. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions? (Answer any procedural questions the students might have.)

You may begin.

3. Circulate and check students’ work from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range, may be relocated to a predetermined location within the school.

4. **Say to the students:**

The testing period has now ended. Please put your pencil down, insert your Student Response Booklet into your test booklet, and close your test booklet.

5. If applicable, **Say to the students:**

Students who would like more time to complete the test are to follow me to another location.

6. Collect all test materials and store them in a secure place until the next scheduled part of the test.

Session 2—Reading

Materials Needed: Test Booklets, Student Response Booklets, and #2 Pencils.

This test session will take approximately 45-55 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. Students who need more time (over 55 min.) may need to be relocated to a different testing location. If students need to be relocated, you must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated. This standard accommodation (extra time over the time range) must be coded on page 2 in the Student Response Booklet after testing is completed.

1. If the student test booklets and response booklets were collected after the last test session, return them to the students. Each student must have his or her original test materials. Distribute #2 pencils to students who need them.
2. **Say to the students:**

You are now going to take Reading Session 2. Please turn to page 10 in your test booklet. (Pause.)

In this test session you will read selections and answer questions 23 through 45 about what you have read. Now, open your Student Response Booklet to page 4 and find the box labeled “Reading—Session 2.” (Pause while students locate the section.)

Choose the best answer for each multiple-choice question and mark your answers on page 4 of your Student Response Booklet. Answer question 45 by writing your answer clearly in the space provided on page 4 of your Student Response Booklet. Question 45 is called a constructed-response question. It is like an essay question. Write your answer for the constructed-response question in the half-page response space provided. It should take you between 5 and 10 minutes to answer. Plan your work so that you have plenty of time to answer this longer question.

Some of the questions may be hard for you to answer, but it is important that you do your best. If you do not know the answer to a question, you should make your best guess. You may underline important ideas in the reading passages if you think that will help you.

We are now ready to begin. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions? (Answer any procedural questions the students might have.) You may begin.

3. Circulate and check students' work from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range, may be relocated to a predetermined location within the school.

4. **Say to the students:**

The testing period has now ended. Please put your pencil down, insert your Student Response Booklet into your test booklet, and close your test booklet.

5. If applicable, **Say to the students:**

Students who would like more time to complete the test are to follow me to another location.

6. Collect all test materials and store them in a secure place until the next scheduled part of the test.

Session 3—Reading

Materials Needed: Test Booklets, Student Response Booklets, and #2 Pencils.

This test session will take approximately 45-55 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. Students who need more time (over 55 min.) may need to be relocated to a different testing location. If students need to be relocated, you must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated. This standard accommodation (extra time over the time range) must be coded on page 2 in the Student Response Booklet after testing is completed.

1. If the student test booklets and response booklets were collected after the last test session, return them to the students. Each student must have his or her original test materials. Distribute #2 pencils to students who need them.
2. **Say to the students:**

You are now going to take Reading Session 3. Please turn to page 22 in your test booklet. (Pause.)

In this test session you will read selections and answer questions 46 through 67 about what you have read. Now, open your Student Response Booklet to page 5 and find the box labeled “Reading—Session 3.” (Pause while students locate the section.)

Choose the best answer for each multiple-choice question and mark your answers on page 5 of your Student Response Booklet. Answer question 67 by writing your answer clearly in the space provided on page 5 of your Student Response Booklet. Question 67 is called a constructed-response question. It is like an essay question. Write your answer for the constructed-response question in the half-page response space provided. It should take you between 5 and 10 minutes to answer. Plan your work so that you have plenty of time to answer this longer question.

Some of the questions may be hard for you to answer, but it is important that you do your best. If you do not know the answer to a question, you should make your best guess. You may underline important ideas in the reading passages if you think that will help you.

We are now ready to begin. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions? (Answer any procedural questions the students might have.) You may begin.

3. Circulate and check students' work from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range, may be relocated to a predetermined location within the school.

4. **Say to the students:**

The testing period has now ended. Please put your pencil down, insert your Student Response Booklet into your test booklet, and close your test booklet.

5. If applicable, **Say to the students:**

Students who would like more time to complete the test are to follow me to another location.

6. Collect all test materials and store them in a secure place until the next scheduled part of the test.

Session 1—Mathematics

Note: Calculators ARE allowed in this test session

Materials Needed: Test Booklets, Student Response Booklets, Mathematics Reference Sheets, Calculators (school-owned or student-owned), and #2 Pencils

This test session will take approximately 45-55 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. Students who need more time (over 55 min.) may need to be relocated to a different testing location. If students need to be relocated, you must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated. This standard accommodation (extra time over the time range) must be coded on page 2 in the Student Response Booklet after testing is completed.

1. If the student test booklets and response booklets were collected after the last test session, return them to the students. Each student must have his or her original test materials, calculator, Mathematics Reference Sheet, and #2 pencils.
2. **Say to the students:**

You are now going to take Mathematics Session 1 (Calculator). In this session there are 24 multiple-choice questions and one constructed-response question. Answer the questions in the sequence that is provided in the test booklet. Be sure to read the instructions before each set of questions. Please turn to page 30 in your test booklet. (Pause)

Open your Student Response Booklet to page 6 and find the box labeled “Mathematics—Session 1.” (Pause.) Please punch out the ruler on your Mathematics Reference Sheet. (Pause. Allow students time to punch out the perforated ruler.)

You may use your ruler, Mathematics Reference Sheet, and calculator to help you answer questions in this session. You may write in your test booklet; however, you must mark your final answer in your Student Response Booklet.

Some of the questions may be hard for you to answer, but it is important that you do your best. Fill in the bubble next to the best answer for multiple-choice questions 1 through 24.

Question 25 is called a constructed-response question. This question will ask you to show the work you did to get an answer or to explain your work or reasoning directly in your Student Response Booklet. Be sure to answer all parts of each question and label your answers to the parts (a, b, c, etc.) if the question requires it.

A graphing grid is provided in this box, as a tool, but is not always needed to answer the question. It should take you between 5 and 10 minutes to answer the constructed-response question. Plan your work so that you have plenty of time to answer this longer question.

We are now ready to begin. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions? (Answer any procedural questions the students might have.) You may begin.

3. Circulate and check students' work from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range, may be relocated to a predetermined location within the school.

4. **Say to the students:**

The testing period has now ended. Please put your pencil down, insert your Student Response Booklet into your test booklet, and close your test booklet.

5. If applicable, **Say to the students:**

Students who would like more time to complete the test are to follow me to another location.

6. Collect all test materials and store them in a secure place until the next scheduled part of the test.

Session 2A—Mathematics

Note: Calculators ARE allowed in this test session

Materials Needed: Test Booklets, Student Response Booklets, Mathematics Reference Sheets, Ruler, Calculators (school-owned or student-owned), and #2 Pencils

This test session will take approximately 20-30 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. Students who need more time (over 30 min.) may need to be relocated to a different testing location. If students need to be relocated, you must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated. This standard accommodation (extra time over the time range) must be coded on page 2 in the Student Response Booklet after testing is completed.

1. If the student test booklets and response booklets were collected after the last test session, return them to the students. Each student must have his or her original test materials, calculator, Mathematics Reference Sheet, ruler, and #2 pencil.
2. **Say to the students:**

You are now going to take Mathematics Session 2A. In this session there are eight multiple-choice questions and one constructed-response question. Answer the questions in the sequence that is provided in the test booklet. Be sure to read the instructions before each set of questions. Please turn to page 38 in your test booklet. (Pause)

Open your Student Response Booklet to page 7 and find the box labeled “Mathematics—Session 2A (Calculator).” (Pause.) You may use your ruler, Mathematics Reference Sheet, and calculator to help you answer questions in this session. You may write in your test booklet; however, you must mark your final answer in your Student Response Booklet.

Some of the questions may be hard for you to answer, but it is important that you do your best. Fill in the bubble next to the best answer for multiple-choice questions 26 through 33.

Question 34 is called a constructed-response question. This question will ask you to show the work you did to get an answer or to explain your work or reasoning directly in your Student Response Booklet. Be sure to answer all parts of each question and label your answers to the parts (a, b, c, etc.) if the question requires it. A graphing grid is provided in this box, as a tool, but is not always needed to answer the question. It should take you between 5 and 10 minutes to answer the constructed-response question. Plan your work so that you have plenty of time to answer this longer question.

We are now ready to begin. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions? (Answer any procedural questions the students might have.) You may begin.

3. Circulate and check students' work from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range, may be relocated to a predetermined location within the school.

4. **Say to the students:**

The testing period has now ended. Please put your pencil down, insert your Student Response Booklet into your test booklet, and close your test booklet.

5. If applicable, **Say to the students:**

Students who would like more time to complete the test are to follow me to another location.

6. Collect all test materials and store them in a secure place until the next scheduled part of the test.

NOTE: Calculators are not allowed in test sessions 2B and 3 and should be removed from student's desks or placed in storage before beginning the next test session.

Session 2B—Mathematics

Note: Calculators are NOT allowed in this test session

Materials Needed: Test Booklets, Student Response Booklets, Mathematics Reference Sheets, Ruler, and #2 Pencils

This test session will take approximately 20-30 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. Students who need more time (over 30 min.) may need to be relocated to a different testing location. If students need to be relocated, you must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated. This standard accommodation (extra time over the time range) must be coded on page 2 in the Student Response Booklet after testing is completed.

1. If the student test booklets and response booklets were collected after the last test session, return them to the students. Each student must have his or her original test materials, Mathematics Reference Sheet, ruler, and #2 pencil.
2. **Say to the students:**

You are now going to take Mathematics Session 2B. In this session there are seven multiple-choice questions, one short-answer question, and one constructed-response question. Answer the questions in the sequence that is provided in the test booklet. Be sure to read the instructions before each set of questions. Please turn to page 42 in your test booklet. (Pause.)

Open your Student Response Booklet to page 8 and find the box labeled “Mathematics—Session 2B.” You may use your ruler and Mathematics Reference Sheet to help you answer any question in this session. Use the workspace provided on your Student Response Booklet to show your work when answering questions 42 and 43.

Some of the questions may be hard for you to answer, but it is important that you do your best. Fill in the bubble next to the best answer for multiple-choice questions 35 through 41. Question 42 is called a short-answer question. This question will ask you to copy the problem from your test booklet to your response booklet. Show your work and correct answer in the work space.

Question 43 is a constructed-response question. This question will ask you to show the work you did to get an answer or to explain your work or reasoning. Be sure to answer all parts of each question and label your answers to the parts (a, b, c, etc.) if the question requires it.

A graphing grid is provided in this box, as a tool, but is not always needed to answer the question. It should take you between 5 and 10 minutes to answer the constructed-response question. Plan your work so that you have plenty of time to answer this longer question.

We are now ready to begin. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions? (Answer any procedural questions the students might have.) You may begin.

3. Circulate and check students' work from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range, may be relocated to a predetermined location within the school.

4. **Say to the students:**

The testing period has now ended. Please put your pencil down, insert your Student Response Booklet into your test booklet, and close your test booklet.

5. If applicable, **Say to the students:**

Students who would like more time to complete the test are to follow me to another location.

6. Collect all test materials and store them in a secure place until the next scheduled part of the test.

Session 3—Mathematics

Note: Calculators are NOT allowed in this test session

Materials Needed: Test Booklets, Student Response Booklets, Mathematics Reference Sheets, Ruler, and #2 Pencils

This test session will take approximately 45-55 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. Students who need more time (over 55 min.) may need to be relocated to a different testing location. If students need to be relocated, you must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated. This standard accommodation (extra time over the time range) must be coded on page 2 in the Student Response Booklet after testing is completed.

1. If the student test booklets and response booklets were collected after the last test session, return them to the students. Each student must have his or her original test materials, Mathematics Reference Sheet, ruler, and #2 pencils.
2. **Say to the students:**

You are now going to take Mathematics Session 3. In this session there are 21 multiple-choice questions, three short-answer questions, and one constructed-response question. Answer the questions in the sequence that is provided in the test booklet. Be sure to read the instructions before each set of questions. Please turn to page 46 in your test booklet. (Pause.)

Open your Student Response Booklet to page 9 and find the box labeled “Mathematics—Session 3.”(Pause.) You may use your ruler and Mathematics Reference Sheet to help you answer questions in this session.

Some of the questions may be hard for you to answer, but it is important that you do your best. Fill in the bubble next to the best answer for multiple-choice questions 44 through 64. Questions 65, 66, and 67 are short-answer questions. These questions will ask you to copy the problem from your test booklet to your response booklet. Show your work and correct answer in the work space.

Question 68 is a constructed-response question. This question will ask you to show the work you did to get an answer or to explain your work or reasoning. Be sure to answer all parts of each question and label your answers to the parts (a, b, c, etc.) if the question requires it. A graphing grid is provided in this box, as a tool, but is not always needed to answer the question. It should take you between 5 and 10 minutes to answer the constructed-response question. Plan your work so that you have plenty of time to answer this longer question.

We are now ready to begin. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions? (Answer any procedural questions the students might have.) You may begin.

3. Circulate and check students' work from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range, may be relocated to a predetermined location within the school.

4. **Say to the students:**

The testing period has now ended. Please put your pencil down, insert your Student Response Booklet into your test booklet, and close your test booklet.

5. If applicable, **Say to the students:**

Students who would like more time to complete the test are to follow me to another location.

6. Collect all test materials and store them in a secure place until the next scheduled part of the test.

After Testing

Steps to Code and Return of Test Materials (if a barcode label was used)

Step 1 –

Code Boxes L & M: Standard and Nonstandard CRT Accommodations (if applicable)

Standard CRT Accommodations

Standard accommodations are changes in the routine conditions under which students take the criterion-referenced tests (CRT), and involve changes to timing or scheduling of the test, test setting, test presentation, and how the student responds to test questions. Standard accommodations are available to all students if they are already part of the student's classroom routine and must be coded Boxes "L & M", page 2, of the Student Response Booklet.

Use the following accommodation codes to identify the accommodation(s) provided to eligible students after testing has been completed.

Standard CRT Accommodations (CODE ALL THAT APPLY)

SCHEDULING ACCOMMODATIONS

Tests were administered

1. at a time of day or a day of the week based on student needs.
2. in appropriate blocks of time for individual student needs, followed by rest breaks.
3. with time extended beyond the regular test administration allotments until, in the administrator's judgment, the student could no longer sustain the activity.

SETTING ACCOMMODATIONS

Tests were administered

4. individually (one-on-one).
5. in a small group.
6. in a carrel.
7. in an alternative setting.
8. by other school personnel known to the student (e.g., LEP, Title I, Special Education).
9. at the student's home, by school personnel.
10. with the student seated in front of the classroom.
11. with the teacher facing the student.

EQUIPMENT ACCOMMODATIONS

Tests were administered

12. with the student using magnifying equipment.
13. with the student wearing noise buffers.
14. using a template.
15. with the student using amplification equipment (e.g., a hearing aid or auditory trainer).
16. with the student using a typewriter or word processor (without activating spellchecker).
17. using voice-actuated technology.
18. using a bilingual dictionary.

RECORDING ACCOMMODATIONS

19. The student's answers were dictated to the test administrator and recorded in the student response booklet by the test administrator.
20. The student marked or wrote answers with the assistance of a technology device or special equipment. The student's answers were transferred by the test administrator to the student response booklet.
21. Other assistive technology routinely used by the student that does not change the intent or content of the test was used.

MODALITY ACCOMMODATIONS

22. Tests were read to the student by the test administrator (with the exception of reading passages). Note: Readers must read test items/questions to the student word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to the student regarding the meaning of words, intent of test questions, or responses to test items/questions.
23. Tests, including directions, were interpreted for student with deaf or hearing-impaired student (with the exception of interpreting the reading test).
24. An administrator gave test directions with verification (by using a highlighter) that the student understood them.
25. An administrator assisted students in understanding test directions including giving directions in native language.
26. Tests were read in "Sheltered English" content for an LEP student (with the exception of reading the reading test).

OTHER

27. Braille
28. Large Print
29. Other (with verification from OPI in advance of the testing window).

Nonstandard CRT Accommodations (For Students with an IEP)

Nonstandard accommodations are changes in the way testing is presented or in the way a student responds to test questions that may alter what the test measures. Teams should exercise caution in considering whether a student requires a nonstandard accommodation. Nonstandard accommodations are only available for a student with IEP/504/LEP plans. Students taking a nonstandard accommodation will be included in the 1% accountability (AYP) rule and count as having not participated in the CRT (double counted).

- Students taking a nonstandard accommodation will automatically be reported in the NOVICE performance category (score of 200) for that content area AND be counted as not participated. Test administrators will code the nonstandard accommodation in Boxes L & M (grades 3 – 8) of the student’s response booklet.

The following is a partial listing, by example, of methods of administration that would be considered to be nonstandard.

CODE ALL THAT APPLY:

30. Reading aloud the reading test (passages) to a student or the student uses text-reader software. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in reading who without the text being read, could not participate in this portion of the test.
31. Student uses a calculator, number chart, arithmetic table, or manipulatives on no-calculator sections of the mathematics test. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in math who, without the use of a calculator, would not be able to perform any math calculations or functions.
32. Tests were translated into native language for an LEP/ELL student. Translation is to be done by local personnel.
33. Other (with verification from OPI in advance of the testing window).

Step 2 – Local and State Optional Coding (if applicable)

Page 15 of the Student Response Booklet contains twenty additional coding options for school or district use. Schools or districts may utilize this area for student questionnaires. If this area is utilized, the data collected will be forwarded to schools via an Excel file on your school or district CD. The CDs will be shipped with other report materials in September, after standard setting.

Step 3 – Coding Class Identification Sheets

The purpose of the Class Identification (ID) Sheets is to identify the way in which the accompanying Student Response Booklets should be organized for reporting purposes. CRT-Alternate and CRT test administrators must complete a Class ID sheet for each class and grade tested. Failure to properly code this form will result in incorrect Class Rosters and Item Analysis Reports.

If a barcode label was not included in your set of test materials, please code the following information on the Class ID Sheet:

- Teacher Name (Last Name, First Name)
- School Code
- Number of Returned Used Student Response Booklets
- Grade

If a barcode label was included in your set of test materials, please place the barcode label in the appropriate area and code only the number of returned used Student Response Booklets.

After coding the above information, please place the completed Class ID Sheet on top of your students' response booklets and insert them into the white envelope labeled "For Return of Used Answer Documents."

Step 4 – Returning Test Materials to the School Test Coordinator

Be sure to return all used and unused test materials to your School Test Coordinator on or before Thursday, March 30:

- Used Student Response Booklets, with completed Class ID Sheet, placed in the large white envelope labeled, "For return of used answer documents;"
- Unused Student Response Booklets;
- Student test booklets, used and unused;
- Unused student barcode labels;
- Mathematics Reference Sheets; and
- Test Administrator's Manual.

**Test Administrator: Coding After Testing
(if a barcode label was not used)**

BOX F:

Gender: bubble-in the student's gender.

BOX G:

Ethnicity: bubble-in only one code:

American Indian or Alaska Native

Asian

Hispanic

Black or African American

Native Hawaiian or Other Pacific Islander

White

BOX H: SPECIAL EDUCATION

Below is the list of the thirteen allowable disabilities and their codes. Code **all** that apply.

AU = Autism

CW = Child with a Disability

CD = Cognitive Delay

DB = Deaf-Blindness Impairment

DE = Deafness

ED = Emotional Disturbance

HI = Hearing Impairment

LD = Learning Disability

OH = Other Health Impairment

OI = Orthopedic Impairment

SL = Speech/Language

TB = Traumatic Brain Injury

VI = Visual Impairment

BOX I: PROGRAM INFORMATION (CODE ALL THAT APPLY)

SE	Special Education student, identified as being disabled, who has an IEP.
504	Student identified as 504, who has a 504 plan.
MG*	Student who has migrant status. A child is designated “migrant” and considered eligible for services under the Title I Part C statute if he or she meets very specific conditions extracted from the law. A detailed definition follows this chart.
GT	Gifted student identified and served.
LEP/ELL**	Student identified as limited English proficient. Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered. A detailed definition follows this chart.
Former LEP	Student cannot be current LEP.
F/RL	<p>Student who is eligible for free or reduced-price lunch participation. Due to the confidential nature of this designation, the response booklet must be coded by:</p> <ul style="list-style-type: none"> (a) a district or school building test coordinator, OR (b) the local school district official who determines free and reduced-price eligibility (i.e., school food official) <p>If the coding is to be done by a test coordinator, then the school food official will provide a list of free and reduced-price eligible students to the test coordinator. Upon completion of the coding, the test coordinator must return the list to the school food official. If the coding is to be done by the school food official, then the test coordinator will give the Student Response Booklets to the school food official. Upon completion of coding, the school food official is to return the Student Response Booklets to the test coordinator.</p>
TM (local option)	Title I Math
TR (local option)	Title I Reading
Significant Cognitive Disability	Code if the student has a significant cognitive disability.

* MG: A child is designated “migrant” and considered eligible for services under the Title 1 Part C statute if he or she meets very specific conditions extracted from the law. A migratory child means:

- a. a child who is, or whose parents, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or migratory fisher; and

- b. who, in the preceding 36 months, accompanying such parent, spouse, or guardian in order to obtain temporary or seasonal employment in agricultural or fishing work has moved from one school district, to another.

NOTE: Districts may not make migrant eligibility determinations without assistance from the Office of Public Instruction; however, once identified the child must be coded on any standardized achievement test taken.

****LEP/ELL:** Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered when identifying LEP/ELL students. A student must be identified as one of the following:

1. an individual who was not born in the United States or whose native language is a language other than English;
2. an individual who comes from an environment where a language other than English is dominant;
3. an individual who is American Indian or Alaskan Native and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency.

The student must also have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

BOX J: REPORTING EXCLUSIONS (FROM CALCULATION OF AVERAGES)

Code all reporting exclusions that apply (if applicable):

- 1st year in the United States LEP student;
- Foreign exchange student;
- student not enrolled (home-schooled);
- part-time student enrolled part-time (less than 180 hours) taking a mathematics or reading course;
- student enrolled in a private accredited school;
- student enrolled in a private non-accredited school;
- student enrolled in a private non-accredited Title 1 school;
- not in school full academic year; and
- not in district full academic year.

BOX K: ALTERNATE ASSESSMENT

Code if the student participated through alternate assessment this year (Student has a significant cognitive disability.)

Appendix 1: Guidelines To Frequently Asked Questions

Recommended Testing Schedule

Although testing times are suggested as a minimum guideline, please remember that the CRT assessments are not timed. These tests are performance assessments; therefore, time limits should not be strictly enforced. Students should be allowed to continue as long as they are working productively. However, the amounts of testing time indicated in the charts below reflect time ranges most students should need to complete the assessment. If a student needs additional time beyond the suggested time range, move the student to a designated area. Schools should set aside a separate classroom space on testing days to continue testing for any student who needs more than the scheduled time per session to finish his/her work. If additional classroom space is not available, schools may consider using the guidance office for this purpose. After the students who required additional time has completed their test, code the additional time as a standard test accommodation.

If students complete a test session early, those students may go back and check work in that session of the test only or close the test booklets and sit quietly. Students may not work on any other session of the test. Plan an activity for students to do when they finish each session. Since some students will finish early, it is important for them to be quietly occupied so they will not disturb those students who require more time.

The test sessions and estimated time ranges to complete each session are shown in the following charts.

Recommended Testing Schedule

Grades 3 through 8 Reading		
DAY 1 Reading	Test Activity	Time Range (in minutes)
	General Instructions	5-10
Session 1	Reading Session 1	45-55
DAY 2		
Session 2	Reading Session 2	45-55
	Break	
Session 3	Reading Session 3	45-55

Grades 3 through 8 Mathematics		
DAY 3 Mathematics	Calculators ARE allowed	Time Range (in minutes)
Session 1	Mathematics Session 1	45-55
	Break	
Session 2A	Mathematics Session 2A	20-30
DAY 4 Mathematics	Calculators are NOT allowed	
Session 2B	Mathematics Session 2B	20-30
	Break	
Session 3	Mathematics Session 3	45-55

Guidelines on Test Administration

- For scheduling purposes, each session must be treated as an intact unit. That is, once students start a session of the test, they must finish it within the session block; under no circumstances may they go back to complete or revise an earlier session once they have moved on to another session.
- Total testing time is approximately 4.5 hours. Scheduling the different test sessions over the course of at least three to four days is advised to minimize student fatigue and allow students to do their best work on the test. Test sessions may be scheduled to fit the overall school schedule. In math, the calculator sessions must be done first, and then the calculators should be put away.
- It is recommended that the sessions be given in the order presented in the test booklet. However, a school may choose to alternate reading and math sessions as long as the calculator sessions are completed before the non-calculator sessions.
- The test should not be administered to several classes of students grouped in one large room, such as a cafeteria or an auditorium. The test is designed to assess a wide range of student abilities and to provide information to schools and districts about student performance. All students should be tested in surroundings that will provide them with the opportunity to do their best work on the assessment. In schools where students in several classes are being tested, each classroom of students should take the same test session simultaneously.
- Testing schedules should be arranged so students do not become fatigued. Especially for students in lower grades, Measured Progress recommends that these students not be tested any longer than two hours in any one day, with at least a one-hour break between any of the

two hours of testing. We recognize that this might not be possible or even the most convenient schedule for your students, but we urge you to space sessions appropriately.

- Be sure that the test administration sessions do not conflict with regularly scheduled daily activities, such as recess, snack breaks, and lunch. Sufficient time should be allowed for continuous administration of each test part.

Guidelines for Standard and Non-Standard Test Accommodations

Those making decisions about whether a student should receive accommodation(s) for the CRT should consider several factors:

- Is/are the accommodation(s) part of this student's regular instruction, prior to three months to testing?
- Is each accommodation appropriate to the purpose of each assessment that the student will take?

ALSO

- If the student has an IEP or a 504 Plan, the testing accommodations listed in the plan should be implemented.

Guidelines on Scribing as an Accommodation

(Adapted from National Center on Educational Outcomes, November, 2001.)

Oral dictation or transcription of illegible writing is allowed under certain conditions. Please consider the following:

- If students are unable to handwrite but can efficiently type on a computer, a computer response accommodation should be considered prior to a scribing accommodation.
- If a computer is used for responding to the assessment, the spell checker and self-correction modes must be turned off or software applications without these features should be used.
- When transcription or oral dictation is used, scribes should attempt to make a fair representation of the spelling, punctuation, grammatical, and pictorial representation skills of the student.

LEP Guidelines

It is important that districts correctly identify Limited English Proficient (LEP) students consistent with the Office of Public Instruction (OPI) Annual Data Collection. Participation for LEP students in MontCAS Phase 1 (the Iowa Tests—the NRT) and MontCAS Phase 2 (the Criterion-Referenced Test and the Criterion-Referenced Test Alternate) differs.

MontCAS Phase 1

The Board of Public Education rule states that LEP students who have received fewer than three years of instruction in English may be waived from participation provided that they are given an alternate assessment. The Alternate Assessment Scales for the Iowa Tests are appropriate for this use in some instances. In other cases, a test of English language proficient such as the Woodcock Munoz or the IDEA Proficiency Test (IPT) may be more appropriate. Details concerning LEP participation in MontCAS Phase 1 provided separately with the Iowa Test material.

MontCAS Phase 2

The No Child Left Behind Act (NCLB) requires that all LEP students participate in the statewide assessment that determines Adequate Yearly Progress (AYP). Although some states provide alternate tests in the native language, Montana does not. In addition, the CRT Alternate is exclusively for students with significant cognitive disabilities and is based on alternate achievement standards. The OPI expects that the range of accommodations available in the CRT will allow most LEP students to fully participate in the regular assessment.

Appendix 2: Guidelines for Use of Calculators



Mathematics test sessions 1 and 2A are “Calculator” test sessions. The items in these test sessions assess students’ problem-solving skills. The computation burden for students will be reduced if calculators are used, permitting students to demonstrate their problem-solving skills more accurately. Computation skills are assessed in “No-Calculator” test sessions 2B and 3.

“Calculator” test sessions 1 and 2A must be performed before “No-Calculator” test sessions. After completion of the “Calculator” test sessions, calculators should be put away.

Use of calculators in the Mathematics Sessions 2B and 3, constitutes a non-standard accommodation, and must be specified in a student’s IEP/504/LEP plan. When calculators are used in such a case, the student’s score will be reported as a 200, NOVICE.

We recommend that students use calculators that are familiar to them (their own or class calculators). This will ensure that students are comfortable during the test and not burdened by unfamiliar calculator functions. (Test administrators may wish to have additional calculators on hand to loan to students, as needed.)

Although practice varies, the following calculator types are commonly used in grades 3 through 8, and 10; however the most important factor is a student’s familiarity with the calculator.

Grades 3, 4, 5, and 6: four-function calculator

Grades 7 & 8: scientific calculator

Grade 10: graphing calculator

